



Travel Friendly Submission

Ministry of Education Draft Years 0–10 New Zealand Curriculum (Te Mātaiaho)

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Submitted by Travel Friendly Programme and Nelson Tasman Climate Forum

Introduction

1. Travel Friendly and the Nelson Tasman Climate Forum (NTCF) welcome the opportunity to provide feedback on the Ministry of Education draft Years 0–10 New Zealand Curriculum.
2. Travel Friendly works with schools and communities to support and engage students in active travel to support health, safety, and environmental sustainability (<https://swapone.nz/schools>). The programme is currently working with a range of schools across the Nelson Tasman region, supporting initiatives such as student travel surveys, safer route mapping, and behaviour change programmes that encourage walking, cycling, and scootering to school.
3. Through this work, we are seeing positive impacts including increased student participation in active travel, improved awareness of road safety, and reduced congestion around schools. Feedback from students highlights increased confidence, knowledge, and enjoyment of active commuting.
4. The Nelson Tasman Climate Forum (NTCF) supports and enables community-led climate action across the region (<https://www.nelsontasmanclimateforum.nz>). Through our collaboration, we regularly see the value of connecting curriculum learning to real-world community issues. Transport, mobility, and environmental health provide highly relevant contexts for students to explore sustainability, wellbeing, and community participation.

Opportunity within the Refreshed Curriculum

5. We believe the refreshed curriculum offers an important opportunity to strengthen learning that helps students understand the connections between environmental sustainability, community wellbeing, and everyday choices.
6. Understanding sustainability through everyday experiences such as school travel supports the curriculum's goal of providing clear and knowledge-rich learning. Transport provides a practical context for students to learn about scientific concepts such as emissions, environmental systems, and pollution, while also developing an understanding of how infrastructure and planning influence communities.
7. By exploring issues such as air quality, transport emissions, and road safety in their own community, students can connect learning with real-world systems.

8. Sustainable transport is an issue that students can easily relate to. It affects their daily lives, influencing air pollution and emissions, road safety around schools, student physical and mental wellbeing, and congestion in their local communities.

Curriculum Connections

9. Learning about sustainable and active transport is supported across several curriculum areas:

Science

10. Students can investigate greenhouse gases including carbon dioxide, nitrogen dioxide, and microplastics, as well as air pollution and its impacts on health and the environment.

Health and Physical Education

11. Active travel provides a natural context for learning about physical and mental wellbeing, safe movement in community environments, and the relationship between environmental health and personal health.
12. The Travel Friendly programme encourages active transport (walking, biking, and scootering), supporting improved wellbeing and helping students understand how communities can work together to improve safety and health outcomes.

Social Sciences

13. Learning about transport systems provides opportunities for students to explore how communities organise shared spaces, how urban design influences sustainability and wellbeing, and how collective decisions shape environmental outcomes.
14. Students can examine how communities respond to environmental challenges and how individuals can contribute to positive change.

Technology

15. Students can apply design thinking to challenges related to school and community travel. This may include designing safer school travel routes, improving bicycle storage solutions, or exploring ways to reduce congestion around schools.

Developing Life Skills and Citizenship

16. Learning about sustainable transport supports the development of practical life skills and responsible citizenship.
17. As students grow older, they will become independent road users and decision-makers about how they travel. Education that explores safety, environmental responsibility, and community wellbeing helps prepare students to participate confidently in their communities.

Student Engagement and Real-World Learning

18. The refreshed Ministry of Education curriculum emphasises student co-design, participation, and community engagement.
19. The Travel Friendly programme provides an accessible and meaningful context for student action. Students co-design and participate in activities such as:
 - school travel surveys
 - mapping safer routes to school
 - analysing travel patterns and emissions
 - developing initiatives that encourage walking or cycling
20. These experiences help students see how learning can influence real change in their communities and support the development of collaboration, leadership, and critical thinking.

Recommendations and Conclusion

21. We encourage the Ministry of Education to ensure the refreshed curriculum continues to support learning contexts that connect sustainability with everyday experiences.
22. Providing explicit opportunities for students to explore issues such as transport, air quality, community design, and active travel strengthens interdisciplinary learning across Science, Health and Physical Education, Social Sciences, and Technology.
23. We appreciate the opportunity to contribute to this consultation and look forward to seeing sustainability continue to play an important role within the refreshed New Zealand Curriculum.